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ABSTRACT

This manual, written for university program staff, students, and practitioners, delineates the requirements for and the philosophical concepts supporting the school social work internship program in Illinois. Chapter 1 presents the background and rationale for the internship program. Chapter 2 delineates eight areas of competency to be developed during the internship, e.g., knowledge of school organization and roles, communication skill development, and research skills. Chapter 3 lists the requirements and qualifications for approval as an intern, including enrollment in an approved university training program. Chapter 4 presents the requirements for internship site approval, while chapter 5 presents the requirements for intern field instructor approval. Chapter 6 lists the requirements for approval of the internship program, and chapter 7 presents guidelines for program evaluation. Three of the four appendices summarize the procedures, application process, and timeline for interns. The fourth appendix provides an example of a school social work internship program plan. (BL)

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MANUAL FOR SCHOOL SOCIAL WORK INTERNSHIP PROGRAMS

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ILLINOIS STATE BOARD OF EDUCATION

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Department of Specialized Educational Services
100 North First Street
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FOREWORD

The Illinois State Board of Education is pleased to present the Manual for School Social Work Internship Programs. This manual delineates the requirements and philosophical concepts of the internship program superceding previous documents entitled Guidelines for the Approval of a School Social Work Internship Program. This manual represents a conscious effort by the Illinois State Board of Education to consolidate internship program procedures and requirements in order to improve local program understanding and capability.

Vaughn Morrison, Consultant for School Social Work, was responsible for reviewing the previous standards; obtaining suggestions for improvement from approved university program staff, current and previous interns, field instructors, practitioners, and others; and preparing the revised document for publication.

Donald G. Gill

Dr. Donald G. Gill
State Superintendent of Education

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CHAPTER ONE

BACKGROUND AND RATIONALE FOR THE INTERNSHIP IN SCHOOL SOCIAL WORK

Throughout the 1950's, school social work was primarily a casework service provided for students in special education classes. During the 1960's, school social work in Illinois began a transition to new goals and methods of work in response to the urgent social problems affecting large numbers of school children. Although casework continued as an important service, the group work method became a vital tool for an increasing number of school social workers. Also, efforts were made to demonstrate new approaches in working with the community. In an attempt to assist teachers with classroom management problems, school social workers experimented with behavior modification techniques and Glasser's classroom meeting technique.

During the 1970's, school social work continued to expand, both in terms of the numbers of professionals in the Illinois schools and in technology. In many situations, school social workers found their programs enhanced by teaming with other pupil personnel services disciplines. In other cases, school social workers improved their service delivery system through closely linking their program planning efforts with the total school district's efforts.

A great deal of effort is currently being placed on addressing the total school community as a social system. Focusing on system problems and consulting with teachers, administrators, and parents are shifts which school social workers find effective and allow them to lend assistance to a greater number of people.

This trend has had a definite impact on the training of social workers who wish to work in educational settings. Many graduate programs in school social work have been established throughout the country in which students are required to take courses and be exposed to experiences outside the college of social work, including general education and special education, in order to better prepare them to serve in the educational environment.

One early development in training school social workers occurred when university and college trainers, state department staff, and field personnel acknowledged that preparation programs for school social workers should include the study as well as the practice of school social work. Supervised experience in a school setting was deemed necessary in order to function appropriately in schools. Such supervised experience is called an internship.

It is generally agreed that a school social work internship should be (1) a year-long training experience in a school setting which provides an opportunity to become a professionally oriented person and a competent, adaptive, school social worker; (2) an experience to enhance development of technical skills, critical judgment, professional attitudes, responsibility, independence, communication skills, and the ability to relate to others; (3)

a cooperative venture among the intern, field instructor, employing district, Illinois State Board of Education, and the Approved University Programs; and (4) a learning and training experience that stresses the quality and kind of experience available, rather than a service function to the hiring district.

The purpose of an intern program is to help a student learn, apply, and integrate the basic concepts and principles of social work practice that have been learned at the university level as these concepts and principles apply to the educational process and product. A school social work internship program is primarily a learning experience for the student and secondarily, a working experience.

CHAPTER TWO

SCHOOL SOCIAL WORK INTERNSHIP AREAS OF COMPETENCY

As stated in Chapter One, the primary purpose of the internship in school social work is to facilitate the development of the school social work intern into a competent and adaptive school social worker.

Internship programs must expose the intern to a number of alternative approaches utilized in school social work practice. A student must not be limited to one methodology or attempt to utilize all of them and thus diffuse the quality of skill development. The student should be helped to identify for himself/herself, especially in the early planning stages of the internship, what methods best fit his/her developing abilities and needs.

An internship site is to be sought which meets the particular learning needs of each student. To become a professionally competent social worker in a school setting, it is necessary for the intern to have the opportunity to become familiar with the school as a system. This is an integral part of the internship program.

This chapter lists general objectives to assist the intern field instructor and provides a number of suggested and/or desirable experiences through which each objective can be realized. The intern is expected to be exposed to a sufficient variety of experiences related to the multiple roles of the school social worker such as counseling, assessment, consultation, inservice, research, etc. Since this list is obviously not an exhaustive one, school district intern field instructors are encouraged to add supplementary experiences as appropriate.

The program is expected to design the internship to meet the individual needs of each intern, since each intern brings different competencies, interests, assets and liabilities to the internship.

The skills and knowledge base to be developed during the internship experience are reflected in the following list of competencies:

A. Knowledge of Public School Organization and Operation

The intern needs to acquire an understanding of and appreciation for the organization of the school system. A school social worker should be involved in relating to and improving the entire educational program, rather than focusing entirely on the individual child. Therefore, a broad understanding of the organizational framework of the public schools is needed. The school social work intern should be acquainted with such areas as administrative policies, personnel practices, and the roles and functions of the many specialists on the staff (i.e., child study, pupil personnel services, curriculum development, etc.). The intern should also achieve a realistic awareness of the educational process and a knowledge of what transpires in the classroom situation so that skills needed to work effectively with teachers can be developed.

Appropriate experiences in this area include, but are not limited to:

1. Attending board of education, building principal, classroom teacher, and school staff meetings;

2. Attending meetings of all new school employees prior to the beginning of the school year;

3. Meeting periodically with the superintendent, building principals, and classroom teachers;

4. Meeting with the directors of curriculum, special education, instruction, and business;

5. Studying the district and cooperative agreement policy manuals, The School Code of Illinois, and The Rules and Regulations to Govern the Administration and Operation of Special Education, State Board Document Number One, Students and Schools: Rights and Responsibilities, Illinois School Student Records Act, etc.;

6. Participating in meetings of committees established to examine areas of concern to the school, e.g., school problems committee, human relations, union meetings, etc.;

7. Observing various types of programs and classes in both regular and special education;

8. Reading selected materials regarding public school organization.

B. Familiarization with School Social Work Roles and Functions

Inherent in any internship program is the necessity for having the interns exposed to and experience the various functions they will be required to perform when employed.

Appropriate experiences in this area include, but are not limited to:

1. Observing office and clerical procedures involved with school social work services;

2. Discussing problems encountered in organizing and administering school social work services and ways of solving these problems with the School Social Work Services Supervisor/Coordinator;

3. Observing school social workers in other school systems;

4. Selecting current readings related to the role of the school social worker;

5. Participating in the school social worker's role in the following activities:

   a. Identifying needs of the school system for new programs,

   b. Studying and critiquing proposals for new programs,

c. Developing an understanding from staff and community groups regarding the special needs of exceptional children,

d. Formulating recommendations regarding the development and implementation of programs,

e. Consulting with teachers, coordinators, and curriculum supervisors;

6. Attending and participating in meetings of the school social work staff and school social workers from neighboring districts, as well as statewide and national meetings relating to the profession;

7. Receiving internship experiences at both the elementary and secondary level.

C. Effective Use of Community Resources

The intern must acquire knowledge regarding the variety of services offered to school-aged children by professionals and agencies outside the school and what their proper relationship to the educational program should be. The intern is expected to develop an understanding of the role of the school and its social work services within the context of a community and should also be aware of parent and private groups concerned with the welfare and education of children.

Appropriate experiences in this area include, but are not limited to:

1. Visiting child guidance clinics, child welfare agencies, family service agencies, speech and hearing centers, juvenile courts, residential treatment centers, city and county health departments, and residential centers for the blind, deaf, mentally retarded, and physically handicapped; (These visits should also include an opportunity to discuss each agency's program regarding its relationship to school social work services with the agency director or other appropriate personnel.)

2. Working cooperatively with community agencies and facilities to learn how and when to make referrals, procedures for obtaining and sending information about children, and the ethical considerations and protocol involved in this type of activity;

3. Becoming familiar with state and federal services and programs, including vocational rehabilitation services, employment services, and regional programs for mental health;

4. Attending conferences with representatives of community agencies concerning such issues as educational and therapeutic planning, referral, follow-up, etc;

5. Attending meetings and becoming involved with parent groups, such as the PTA, and local associations for parents of handicapped children.

D. The Development of Evaluation and Assessment Skills

Diagnostic evaluation and assessment are essential functions of the school social worker. School social workers conduct social developmental studies to help determine eligibility for special education programming and/or referring students and their families for services to other agencies.

The intern must (1) experience evaluating children presenting a wide variety of learning and/or behavior problems; (2) develop skills in identifying factors which influence learning efficiency and classroom behavior; (3) learn the importance of, as well as how to obtain, information from a variety of sources which will help present a complete and thorough appraisal of a child's school difficulties; (4) learn to integrate information and data from these sources into a meaningful evaluation which is characterized by clear communication, thoroughness, conciseness, and, most importantly, realistic recommendations, suggestions, and prescriptions for remediation or treatment. The intern should realize that the time and effort involved in a diagnostic evaluation is justified only by achievable and meaningful recommendations which result from it. Systematic observations and interviews with parents, teachers, other pupil personnel services staff, physicians, community agencies, etc., and talking with the child often result in very meaningful data which can supplement and/or substitute for test results.

The intern must learn to respond with skills and tasks appropriate for determining answers to the questions being raised in a particular situation. For example, behavior problems can sometimes be directly attributed to conditions (physical and social) within the environment. In order to understand what conditions elicit and maintain certain behaviors, it may be impossible to observe and analyze the behavior in relation to the situation in which it occurs. Consequently, an intern should gain experience in isolating and specifying behaviors and situational conditions to be observed, selecting or developing methods of observing, and recording data on these variables and analyzing the observational data. The intern should have experience in collaborating with teachers and other school personnel at each of these steps and in using the findings for the development of specific programs or courses of action. As a result of such experiences, the intern should learn that a child's school difficulties rarely rest entirely with the child and may be ameliorated by effecting change in conditions in the student's environment.

Opportunities must be provided to follow up on the effectiveness of the skills and techniques used.

Appropriate experiences in this area include, but are not limited to:

1. Evaluating a variety of types of children at various age levels, including mentally retarded, physically handicapped, educationally handicapped, sensory handicapped, speech impaired, learning disabled, behavior disordered, emotionally disturbed, multiple handicapped children, and gifted;

2. Being exposed to a variety of referral problems including:

   a. Eligibility for early entry into school,

   b. Preschool screening programs,

   c. Eligibility for placement in special programs,

   d. Classroom management problems,

   e. Children who have had difficulty in school for a number of years but whose problems and their causes have never been clearly determined,

   f. Underachieving children including gifted,

   g. Retention or promotion,

   h. Behavioral disorders;

3. Developing skills in the administration, scoring, and interpretation of adaptive behavior instruments;

4. Conducting diagnostic clinical interviews with students, teachers, parents, administrators, school psychologists, school nurses, guidance counselors, social agencies, physicians, etc.;

5. Systematically observing children in various environments, such as classroom(s), hallways, lunch room, school grounds, home, etc.;

6. Attending and participating in seminars and workshops designed to develop assessment and interpretation skills;

7. Conferring with the field instructor regarding collection of data, interpretation, report writing, etc.

E. Development of Communication and Consultative Skills and the Ability to Engage in Teamwork Efforts

The intern is expected to develop effective techniques of communication and participate as a member of a team of professional specialists representing a variety of skills, training, philosophy, and modes of operation.

Appropriate experiences in this area include, but are not limited to:

1. Being instructed by the school social work field instructor or administrator regarding school policies, customary channels of communication, consultation procedures, etc.;

2. Participating in formal case conferences with individual teachers, building principals, parents, representatives of community agencies, physicians, and specialized personnel in the school setting regarding individual children.;

3. Conferring informally with teachers, principals, and pupil personnel services staff in the schools and developing the ability to function effectively.;

4. Attending and participating in inservice training programs for teachers and promoting opportunities to discuss the role and function of the school social worker with the school staff.;

5. Working with cases requiring cooperation with a number of other specialized personnel, such as school psychologists, guidance counselors, school nurses, vocational counselors, etc.;

6. Participating on a pupil personnel services team.;

7. Observing consultation activities in other applied settings, e.g., clinics, hospitals, community agencies, etc.

F. Development of Individual/Group Counseling and Consultation Intervention Skills

The intern is expected to develop skills in individual and group counseling and to provide effective interventions to remediate educational and behavior problems.

Appropriate experiences in this area include, but are not limited to:

1. Developing an individual counseling load including regular and special education students;

2. Involvement in group counseling experiences;

3. Working with entire classrooms of students;

4. Utilizing various interviewing techniques with students and parents to identify potential problems;

5. Providing crisis intervention services to students, teachers, and administrators;

6. Becoming familiar with various models of consultation such as mental health, organization development, and behavioral;

7. Developing and implementing various remediation and intervention strategies.

G. Skills in Educational Research and Evaluation

Most school social workers find their time so completely filled with applied and direct services to children and schools that they usually cannot find time to engage in research and evaluation activities. However, they should govern their involvement in providing these services so that they can take inventory and evaluate the usefulness and effectiveness of their services.

Much is said about the need for innovative planning in educating children. Many plans are adopted, but lack adequate preplanning or implementation to ensure their effectiveness. The school social worker is frequently in the best position to initiate and carry through with these evaluations because of his/her role and academic background.

Appropriate experiences in this area include, but are not limited to:

1. Assisting in the identification of critical problems which lend themselves to research;

2. Conducting research or special studies of personal interest;

3. Participating in ongoing research or evaluation studies in the schools;

4. Conducting simple, informal types of evaluation studies, such as analysis of group testing data, collection and interpretation of data from cumulative school records, etc.;

5. Interpreting research findings to teachers and administrators.;

6. Reviewing literature regarding specific research activities or on problems of particular interest to the intern.;

7. Reading appropriate journals and texts dealing with school social work and educational research.;

8. Systematically assessing the intern's own effectiveness.

H. Professional Growth and Development through Continued Inservice Training, Observation, and Study, Particularly with Respect to Ethical Considerations and Legal Aspects in School Social Work

The internship experience should develop openness to new ideas and the seeking of new knowledge and skills to improve one's effectiveness as a school social worker. The internship should enhance one's sense of professional commitment to oneself, to school social work, and to the educational process. Opportunities must be provided to acquaint the intern with accepted ethical and professional practices and with legal aspects of school social work functions.

Appropriate experiences in this area include, but are not limited to:

1. Attending and participating in informal gatherings of school social workers on a regional basis;

2. Affiliating with professional organizations, such as the Illinois Association of School Social Workers, National Association of Social Workers, Illinois Council for Exceptional Children, etc.;

3. Attending meetings and conventions of such organizations;

4. Attending and participating in meetings concerned with ethics, legal concerns, and social issues;

5. Reading selections from current professional publications regarding developments, trends, and issues in the field of school social work;

6. Participating in inservice training programs to develop new skills and strengthen learned skills;

7. Conducting inservice training programs for school personnel.

CHAPTER THREE

REQUIREMENTS FOR APPROVAL AS A SCHOOL SOCIAL WORK INTERN

The only available route for approval as a school social work intern for Illinois residents as of July 1, 1981, is upon the recommendation of an approved university training program. The Directory of Approved Programs for the Preparation of Educational Personnel in Illinois Institutions of Higher Education lists all recognized Illinois institutions. The following university graduate programs in school social work are approved:

University of Chicago
School of Social Service
Administration
969 East 60th Street
Chicago, Illinois 60637

University of Illinois
Jane Addams Graduate School
of Social Work
601 South Morgan Street
Post Office Box 4348
Chicago, Illinois 60680

George Williams College
Division of Social Work Education
535-31st Street
Downers Grove, Illinois 60515

Loyola University
School of Social Work
820 North Michigan Avenue
Chicago, Illinois 60611

University of Illinois
School of Social Work
1207 West Oregon Street
Urbana, Illinois 61801

Qualifications and Requirements

All interns must be enrolled in an approved university program in school social work. The intern must, upon completion of the academic year in which the internship occurs, meet all the qualifications for being certified to practice school social work in Illinois. Therefore, the intern must minimally meet the university's definition of a second-year student.

Persons who have already obtained a master's degree or above in social work who wish to practice school social work must have their educational and work experiences evaluated by an approved university to ascertain if any deficiencies are outstanding and if an internship is required. "Post graduate" students such as these must meet the same qualifications as graduate students who have not yet earned an M.S.W.

The specific elements and requirements leading to certification entitlement, while similar, do vary among the approved university programs. The Illinois State Board of Education does not list specific courses which must be taken.

The length of a "second year" graduate student's internship is for one academic year. The length of a "post-graduate" internship is determined by the entitling, approved university and can be as short as one academic quarter or as long as one academic year.

School Social Work Intern Application Instructions

All students, whether "second-year" graduate students or "post-graduate" students, must follow the same procedures when applying for internship status.

Each university student seeking approval as a school social work intern must submit ISBE Form 73-44, "Application for School Service Personnel Intern Eligibility Status." (See Appendix B for a copy of this form.) The application process entails the following:

1. Obtain a copy of ISBE Form 73-44 from the Director of the Approved University Program or a Regional Superintendent of Education office.

2. Complete all the information on the form and obtain the signature of the Director of the Approved University Program and the signature of the Authorized Official of the university and stamped with the university seal.

3. Mail or take the completed application form to a Regional Superintendent of Education office. No fee is required.

4. The Regional Superintendent of Education will submit the completed application to the Illinois State Board of Education, Certification and Placement Section.

5. Upon verification of the information on the completed application, the Certification and Placement Section will send the student a letter of approval as a school social work intern via the Regional Superintendent of Education office.

6. The school social work intern is then eligible to participate in an internship program in a public school distict or cooperative agreement which has received approval from the Illinois State Board of Education.

CHAPTER FOUR

REQUIREMENTS FOR APPROVAL OF THE SCHOOL SOCIAL WORK INTERNSHIP SITE

The most important requirement for an internship program is a commitment on the part of the school administration and the school social work services staff to the training of an intern. The intern must be a student first and a service provider second. Both the internship site and the school social work field instructor must be approved by the Illinois State Board of Education prior to the beginning of the internship program.

ISBE Form 19-91, "Application for School Service Personnel Internship Site/Supervisor Approval," should be submitted as soon as an internship is anticipated, but no later than 30 days prior to the beginning of the internship. The Illinois State Board of Education will act as a resource along with the Approved University Programs in assisting districts with their applications. (See Appendix C for a copy of the form and application instructions.)

The following is a list of requirements for an approvable internship site.

Internship Site

A. The site must be an Illinois public school district or cooperative agreement.

B. The internship site must have a sufficiently diverse pupil population to ensure that the intern receives exposure to a wide variety of educational and behavioral problems incorporating both regular and special education programs. This population should include students between the ages of 3 and 21 years.

C. The internship site must have a well-developed pupil personnel services program.

D. The internship site must have access to a well-developed special education program providing specific services for a variety of exceptional children and in which the intern will receive experiences involving all classifications of handicapped children and special education programs.

E. The internship site must have the services of at least one school social worker who meets the requirements of the Illinois State Board of Education as an intern field instructor. The intern field instructor must be a full-time member of the hiring district or of the hiring cooperative which employs the intern and must provide direct school social work services to students, parents, and staff. (See Chapter Five for specific qualifications and attributes for an intern field instructor.)

F. The internship site must have a mutual agreement between the administration and the intern field instructor for offering or continuing to offer an internship program which stresses training, not service. The intern may not be assigned the same work load as a certificated school social worker.

G. The internship site may hire interns only if the intern field instructor and the administration of the hiring district have jointly agreed upon the candidates.

H. The internship site must make it possible for the intern field instructor to provide direct and personal supervision of the intern. This regulation demands that the field instructor's workload be reduced by the equivalent of one-half workday per week for each intern supervised. The maximum number of interns that a field instructor will be allowed to supervise at any one time is two.

I. The internship site must have access to a number of community agencies dealing with children and their families such as a family casework agency, psychiatric clinic, and/or hospital.

J. The intern and the hiring school district or cooperative agreement must enter into a written contractual agreement. The length of the contract should normally be for one academic year, a minimum of nine months. The intern and the hiring district will be aware of the length of the internship when entering into a contractual agreement. The hiring district must not insist upon a commitment, either verbally or in writing, from the intern regarding employment in the district subsequent to completing the internship, nor should the intern be guaranteed employment in advance upon successful completion of the internship.

K. The intern must be on the same schedule and calendar as other full-time school social workers on the staff during the regular school year. When appropriate to training and if not in opposition to district policy or negotiated agreements, the intern is expected to participate in meetings and programs beyond the normal workday and week in the same manner expected of other professionals. The intern is expected to meet these demands without concern for an hourly schedule.

L. The administration must insure that the field instructor and intern attend the required meetings conducted by the Illinois State Board of Education. Further, the intern is expected to attend either the Illinois Association of School Social Work annual convention or the Midwest School Social Work annual convention. The district is to also encourage attendance at meetings such as the Illinois Council for Exceptional Children, professional regional meetings, and area meetings of school social workers.

M. The intern's travel must be reimbursed consistent with district policies for certified school social workers.

N. The intern must be provided with the same time and expense allowance for such meetings as are full-time staff school social workers. Whenever possible, the intern should be given additional time for such meetings. This requirement is based upon the nature of the intern's position and training. If the intern desires to attend additional meetings, a possible compromise might be to allow time, but not funding.

O. The hiring district must ensure that the intern has all the necessary clerical and professional supplies and equipment to be adequately trained. The intern will require secretarial help in order to work effectively and must be provided with private or semi-private office space, including a telephone.

Space must be available in an office for filing of correspondence and case records, for a professional library, and for storage of test supplies and equipment. The intern must be provided with use of office equipment, such as tape recorders and duplicating and dictating equipment. Space for interviewing and evaluating must be provided in each school building. This space must be private, quiet, and free from interruptions.

Many of these specifications are in no way different from the expectations for regular staff members, but are occasionally overlooked when considering the needs of the school social work internship program.

Exceptions to the Above Regulations

In rare instances, exceptions to the above regulations will be allowed. The procedure for requesting exceptions is as follows.

1. Submit a request for exception in writing to the Department of Specialized Educational Services, Illinois State Board of Education.

2. Requests for exceptions will be forwarded to the Consultant for School Social Work Services who will review the request and make recommendations to the Manager of the Program Approval Section.

3. The decision of the Manager of the Program Approval Section will be final.

CHAPTER FIVE

REQUIREMENTS FOR APPROVAL AS A SCHOOL SOCIAL WORK INTERN FIELD INSTRUCTOR

It is essential that the school social work intern field instructor possess the specific skills and knowledge essential for a successful school social work internship experience. This chapter discusses specific qualifications that are required in order for an individual to be approved as an intern field instructor. Desirable features of an intern field instructor are also suggested. (See Appendix C for application procedures.)

Qualifications and Requirements

A. Possession of a current School Service Personnel Certificate (Type 73) with a School Social Work endorsement in the State of Illinois.

B. Supervisory Endorsement on the School Service Personnel Certificate or a Type 75 Administrative Certificate with supervisory or administrative endorsement (Highly Recommended).

C. Successful completion of any required Illinois State Board of Education and/or approved university training workshops for school social work intern field instructors.

D. A minimum of two academic years of experience as a certified school social worker in Illinois. In some instances, it may be necessary to require more than two years of experience if so determined by the Department of Specialized Eductional Services following evaluation of an individual candidate's qualifications.

E. Employment as a full-time school social worker in the district or cooperative hiring the intern and direct provision of school social work services to students, parents, and staff. School social workers employed on a contractual or casework basis will not be approved as intern field instructors.

F. Previous employment of the school social worker in the hiring district or cooperative for a period of at least one school year prior to the hiring of the intern. The employment must have been full-time in the hiring district or cooperative.

Desirable Features of Intern Field Instructors

A. Ability to work indepedently and organize one's own work.

B. Ability to provide a model of professional ethics and responsibility to the intern.

C. Ability to communicate effectively, to exchange ideas, and to consider opinions and beliefs of the intern and other professional persons with whom they come in contact.

D. Ability to work effectively with members of other disciplines in the school and community.

E. Ability to administer a plan of field instruction for an intern, taking into consideration the intern's skills and needs as well as the state, university, and local requirements for an internship program.

F. An ability and willingness to support the intern in difficult situations.

G. Knowledge of specific areas of exceptionality in terms of educational, social, and vocational needs and limitations.

H. Knowledge of referral sources and resources in the community.

I. Knowledge of The School Code of Illinois, the Rules and Regulations to Govern the Administration and Operation of Special Education, and other state laws and regulations pertaining to pupil personnel services.

J. Ability to supervise the work of interns according to the highest standards of thoroughness, competence, ethics, and interprofessional relationships.

K. Membership in at least one state, regional, or national social work organization.

L. Active participation in the local school social work organization.

M. Evidence of keeping abreast of new methods, techniques, and developments in school social work through attendance at formal workshops or enrollment in college courses (one workshop or course every two years), or in a continuing professional development program of a professional school social work organization.

CHAPTER SIX

REQUIREMENTS FOR APPROVAL OF A SCHOOL SOCIAL WORK INTERNSHIP PROGRAM

Prior to entering into the internship, planning and negotiation by the school district field instructor, intern, and the university liaison is essential. During this developmental stage, appropriate administrators should be involved in the planning. The expectations of each person should be discussed for the purpose of arriving at a clear set of mutual guidelines. Provision should be made for potential revision and additions early in the internship year and at scheduled intervals thereafter. All parties shall have open lines of communication and access to the Illinois State Board of Education.

An internship plan must be developed individually for each intern incorporating the skills and knowledge the intern brings. The following requirements must be addressed in each internship plan. (See Appendix D for an example.)

A. The internship program plan must specify the experiences and methods which will ensure the intern's participation in a number of activities appropriate to that of a school social worker. Please refer to Chapter 2 for examples of specific activities to meet the experience requirements.

B. These experiences must include exposure to the elementary as well as the secondary level. Therefore, if the intern program is in an elementary district provision must be made for experiences at the secondary level and vice versa if the program is in a secondary district. If the intern works for a unit district or special education cooperative, appropriate periods of time must be spent at the elementary and secondary levels.

C. The internship program plan must specify the experiences the intern will receive with the following:

1. All classifications of exceptional children,
2. All types of special education programs,
3. Children in regular education classes,
4. All Regular education programs,
5. Vocational education programs,
6. Other Title programs.

D. The internship program plan must specify the manner in which the intern will be involved with non-school community agencies dealing with children and their families.

E. The internship program plan must make provision for the intern to visit at least one other school system which employs a school social worker. This could involve an exchange of interns or an assigned visit. In either case, it should allow sufficient time for familiarization with a different type of school system as well as with the role and function of the school social worker in that system.

F. The internship program plan must make provision for the intern to gain a working knowledge of the following:

1. Public school organization and operation;
2. The School Code of Illinois, specifically Articles 14 and 50;
3. The Rules and Regulations to Govern the Administration and Operation of Special Education;
4. State Board Document Number One;
5. Students and Schools: Rights and Responsibilities;
6. Illinois School Student Records Act;
7. Professional ethics for school social workers;
8. Professional school social work organizations.

G. The internship program plan must be written collaboratively by the intern, school district field instructor, and the university liaison. The program plan must be submitted for approval to the approved university training program in accordance with the established timelines.

H. The university training program is responsible for submitting a letter stating its receipt and approval of the plan to the Illinois State Board of Education.

The approval of the internship program plan in no way is to be viewed as approval of the implementation of the plan. The Illinois State Board of Education reserves the right to demand changes in the internship plan if, in fact, it is not applied in keeping with the best interests of the intern's training and the guidelines.

The written formulation of the internship plan itself will be left to the discretion of the intern, field instructor, and university liaison. The plan may be written in an "IEP" format or narrative style. No matter how the written plan for an internship program is formulated, it must be comprised of at least four elements:

1. Goals and objectives;
2. Specific methods or activities for accomplishing goals and objectives;
3. Specific timelines for the accomplishment of the activities;
4. Realistic methods for evaluating the intern's progress, the plan's effectiveness, and the program's quality.

CHAPTER SEVEN

GUIDELINES FOR EVALUATION OF THE SCHOOL SOCIAL WORK INTERNSHIP PROGRAM

The general purpose of evaluation is to determine strengths and weaknesses of that which is being evaluated and to indicate ways of effecting improvement. Evaluation is the process of (1) agreeing upon standards, (2) determining whether a discrepancy exists between what "ought to be" and "what is," and (3) using discrepancy information to identify the weaknesses of what is being evaluated.

Each participant in the evaluation process focusses on different areas and has different expectations. Stated in oversimplistic terms, the sponsoring school district must determine whether or not it will continue as an internship site; the university must determine the intern's competency levels and whether or not to recommend the intern for certification; and the Illinois State Board of Education must determine the quality of the program as a whole.

Many entities are involved at various times in evaluating internship programs. An outline describing these follows.

A. All aspects of the program should be under scrutiny at all times. Informal evaluation should occur on a day-to-day basis and should be communicated openly and quickly. It must not be "reserved" for discussion only at formal evaluation times. Informal evaluation is just as important and perhaps more important than formal evaluation.

B. Evaluation should be made (1) of the intern, the supervisor, university liaison, and the program; (2) by the supervisor, school administration, the Approved University Program and the Illinois State Board of Education; and (3) within three time periods--prior to, during, and after the internship. Thus, three dimensions exist: "evaluation of," "evaluation by," and a "time" dimension.

C. For successful evaluation to occur, all parties evaluating and being evaluated must function in an open and professionally honest manner. All parties should be fully aware of how they have been evaluated. Face-to-face communication aimed at eliminating or minimizing problems and limitations brought out by the evaluation should occur. Evaluations must never be vindictive and should not be based on subjective or personality factors. The "nice guy" approach should also be avoided. A professional obligation exists to ensure that individuals involved in the internship program and the quality of the internship program are of the highest possible professional standards.

Evaluation of the Intern

The Approved University Program liaison and the intern field instructor must each monitor the progress of the intern during the internship. However, the Approved University Program has the ultimate responsibility for the development of a process to evaluate the intern.

Following are assurances that should be incorporated into this process.

A. The intern's educational and experiential needs are carefully evaluated prior to receiving approval to participate in an internship program.

B. The evaluation is designed to document that the objectives established in the internship plan are met.

C. An early assessment of strengths and weaknesses of the intern and the internship plan is modified to accommodate these strengths and weaknesses

D. Ongoing, informal, day-by-day evaluation is communicated to the intern.

E. A formal written evaluation is submitted to the Approved University Program in accordance with university procedures and timelines.

F. The intern has the right to redress if he/she believes the evaluation is inappropriate by submitting a written reaction along with the supervisor's evaluation.

G. In cases where the intern is not making satisfactory progress, the intern should be made aware of the problem(s) for a period of time before the final programmatic evaluation.

Final Programmatic Evaluation of the Internship

The final programmatic evaluation of the internship program should assess the intern, the site, the supervisor and the internship program as a whole. The intern, the intern supervisor, and the university liaison should each assess all aspects of the internship program. A copy of the final programmatic evaluation of the internship must be submitted to the Illinois State Board of Education Internship Coordinator before certification can be granted, but no later than May 30.

The minimum criteria that should be addressed in the final programmatic evaluation include:

A. The extent to which the stated program plan objectives were achieved;

B. The quality of the interactions between the intern, field instructor, and university liaison:

1. Evaluation of the 1) intern, 2) school district field instructor, and the 3) university liaison including suggestions for improvement;

2. Evaluation of the way the three parties worked together including suggestions for improvement;

3. Evaluation of the program plan objectives and activities;

C. The programmatic changes to be instituted in future internship programs at this site.

Evaluation of the Site and Intern Supervisor

The Illinois State Board of Education, Department of Specialized Educational Services has the responsibility to assure that the site and intern field instructor meet the criteria listed in Chapters Four and Five of this Manual. The internship site and intern field instructor are evaluated through:

A. The "Application for School Service Personnel Internship Site/Supervisor Approval" (ISBE 19-91) process;

B. The final programmatic evaluation of the internship program;

C. Periodic on-site evaluations conducted by staff of the Illinois State Board of Education, Department of Specialized Educational Services.

Follow-up Evaluations

The Approved University Program will do follow-up evaluations of former students according to university polices. These evaluations will become a part of the document review conducted by the Illinois State Board of Education, Teacher Education and Program Approval Section.

Evaluation of the Approved University Program

The Illinois State Board of Education, Teacher Education and Program Approval Section is responsible for the evaluation of the Approved University Program. This evaluation is accomplished through:

A. The initial proposal submitted by the university to seek approval from the Teacher Certification Board to provide an Approved Program,

B. The final programmatic evaluation of the internship program,

C. Periodic evaluation of documents submitted by the Approved Program,

D. Periodic on-site review of the Approved Program.

APPENDIX A

SUMMARY OF THE PROCEDURE FOR A SCHOOL SOCIAL WORK INTERNSHIP PROGRAM LEADING TO CERTIFICATION AS A SCHOOL SOCIAL WORKER BY ENTITLEMENT

For candidates completing an Illinois Approved University Program for school social work certification in Illinois the length of internship is nine months for "second year" graduate students and up to nine months for "post-graduate" M.S.W. students.

Length of Internship: Nine Months.

A. The candidate selects a Teacher Certification Board Approved Program for School Social Work.

B. Approved Program Requirements: The Approved Program evaluates the candidate's educational and experiential needs and provides the educational coursework to complete the requirements for school social work certification.

C. Eligibility for Internship: When the candidate is eligible for the internship experience, the Approved program provides an authorized copy of "Application for School Service Personnel Internship Eligibility Status" (ISBE Form 73-44).

   1. The candidate completes the form and submits it to a Regional Superintendent's office.

   2. The Regional Superintendent submits the form to the Illinois State Board of Education, Certification and Placement Section.

D. Approval to Serve an Internship: The Illinois State Board of Education, Certification and Placement Section issues the candidate a Letter of Approval to Serve a School Social Work Internship.

E. Selection of Site: The Approved University Program liaison and the approved intern select an approved or approvable site and supervisor.

F. Site/Supervisor Approval: An "Application for School Service Personnel Internship Site/Supervisor Approval" (ISBE Form 19-91) should be completed and forwarded to the Illinois State Board of Education, Internship Coordinator no later than 30 days before the start of the internship.

G. Letter of Approval for Site/Supervisor: The Illinois State Board of Education Department of Specialized Educational Services, Program Approval Section issues a Letter of Approval for the Internship Site/Supervisor.

H. Internship Plan: The Approved University Program supervisor, the school social work intern supervisor and the intern establish an internship plan in accord with the guidelines listed in the Manual for School Social Work Internship Programs.

1. The Approved University Program forwards copies of the letter approving the internship plan, including the starting and proposed ending date of the internship, to the Illinois State Board of Education, Internship Coordinator no later than thirty (30) days after the start of the internship.

2. The Illinois State Board of Education will notify the internship site that all components of the internship program are approved.

3. The internship plan and evaluation procedures are implemented in accord with the procedures of the Approved University Program.

I. Final Programmatic Evaluation: A copy of the final programmatic evaluation must be forwarded to the Illinois State Board of Education, Internship Coordinator before certification will be granted.

J. Eligibility for Certification: When the candidate has successfully completed the internship and any other university requirements, the Approved Program:

1. notifies the Illinois State Board of Education, Certification and Placement Section of the candidate's eligibility to apply for a certificate;

2. provides the candidate with an authorized Application for Certificate (ISBE Form 73-03).

K. The candidate applies for certification through a Regional Superintendent's office.

APPENDIX B

ISBE Form 73-44

APPLICATION FOR SCHOOL SERVICE PERSONNEL INTERN
ELIGIBILITY STATUS

ILLINOIS STATE BOARD OF EDUCATION
Department of Professional Relations
Certification and Placement Section
100 North First Street
Springfield, Illinois 62777

BEST COPY AVAILABLE

APPLICATION FOR SCHOOL SERVICE PERSONNEL INTERN ELIGIBILITY STATUS

INSTRUCTIONS: Please print or type. Complete this form and mail to the Regional Superintendent of Schools in the county where you reside. DO NOT send these forms to the Illinois State Board of Education. **(There is no fee required for this Application.)**

SECTION I — To be completed by applicant.

NAME OF APPLICANT (Last - First - Middle - Maiden)	SOCIAL SECURITY NUMBER
MAILING ADDRESS	PHONE (Area Code)
HOME ADDRESS (if different from above)	PHONE, if different (Area Code)

SEX	BIRTHDATE	BIRTHPLACE
☐ Male ☐ Female		
U.S. CITIZEN ☐ Yes ☐ No	If foreign born, must file evidence of naturalization or intent to become a citizen.	Citizenship Number

Attach written explanation for each "yes" answer:

- ☐ Yes ☐ No Have you ever been convicted of a felony?
- ☐ Yes ☐ No Have you ever had a certificate suspended?
- ☐ Yes ☐ No Have you ever had a certificate revoked?
- ☐ Yes ☐ No Is revocation or suspension pending?

If you currently hold an Illinois Certificate, give the

TYPE	NUMBER

Application is for:

- ☐ SCHOOL NURSE INTERN ELIGIBILITY
- ☐ SCHOOL PSYCHOLOGIST INTERN ELIGIBILITY
- ☐ SCHOOL SOCIAL WORKER INTERN ELIGIBILITY

I do hereby affirm that the information provided above is true, correct and complete.

Date *Signature of Applicant*

NOTE TO APPLICANT:
If intern eligibility is granted, it is the responsibility of the applicant to find an internship site. Check with your university for a listing of approved sites. The internship site must submit an "Application for School Service Personnel Internship Site/Supervisor Approval" (form ISBE 19-91) and receive approval from the Department of Specialized Educational Services prior to the beginning of the internship program. A training plan must be approved by the university program and be submitted to the Department of Specialized Educational Services during the first thirty (30) days of the internship program. The school district must submit a "Request for Approval of Other Special Education Personnel" (form ISBE 73-42) to expend local, state or federal funds.

SECTION II — To be completed by the Illinois teacher education institution approved to train school service personnel by the State Teacher Certification Board.

The applicant has met the academic requirements of the approved school service personnel program and is recommended for approval to participate in an internship program.

[SEAL]

Institution Submitting Application

Date *Signature of Program Director*

Date *Signature of Authorized Official and Seal of Institution*

I recommend intern eligibility.

Date *Signature of Illinois Regional Superintendent* *County*

ISBE 73-44 (12/83)

WHITE - Certification and Placement Section
BLUE - Specialized Educational Services
PINK - Educational Service Region
YELLOW - University/Applicant

APPENDIX C

APPLICATION INSTRUCTIONS AND TIMELINES FOR
SCHOOL SERVICE PERSONNEL INTERNSHIP PROGRAMS

AND

ISBE FORM 19-91, APPLICATION FOR SCHOOL SERVICE
PERSONNEL INTERNSHIP SITE/SUPERVISOR APPROVAL

These instructions are intended to facilitate the application process and meet the requirements for the school service personnel internship program (ISBE Form 19-91). Since July 1, 1981, Illinois residents desiring to become school personnel workers within Illinois must graduate from an Approved University Program. As a result, most school service personnel interns will have their internships coordinated and monitored by an Approved University Program. The respective Manuals for School Internship Programs (School Nurse, School Psychology, School Social Work) detail the programmatic requirements necessary to receive approval to participate in the internship program. These instructions essentially reiterate those found in the body of the Manuals.

I. Application for Approval of Site and Supervisor (Refer to ISBE Form 19-91.)

A. This form is used for both site and supervisor approval.

B. Chief Administrator refers to the individual who is authorized by the School Board to offer a contract to an intern.

C. Intern supervisor information is to be documented under Section I. Identifying Information.

1. The appropriate code for the intern supervisor is located at the bottom of the application form.

2. The address and telephone number required for the intern supervisor should be the primary work location.

3. Years Experience as School Service Personnel Worker are those years in which full-time services were provided as a certified school service personnel worker within Illinois. (A minimum of two years experience as a school service personnel worker, including full-time employment during the last school year in the district, is a prerequisite for intern supervisor approval.

D. If the prospective intern is known when completing the application for site/supervisor approval, the intern's address and telephone number at the primary work location should be indicated. Also include the name of the Approved University Program.

1. The appropriate code for the intern is located at the bottom of the application form.

2. An intern should not be hired unless he/she has received the intern approval letter issued by the Certification and Placement Section of the Illinois State Board of Education. The approval letter will indicate whether the intern is from an Approved University Program or whether the approval is based on a review of the intern's transcript or credentials.

3. Reimbursement for the internship program will only be granted after the site, supervisor, and internship plan have been approved. The district shall assume total financial responsibility incurred as a result of hiring an intern prior to receiving site/supervisor approval from the Illinois State Board of Education or hiring an intern who has not received the intern approval letter from the Certification and Placement Section.

E. The proposed starting and ending dates for each type of internship should be indicated. If there are different starting or ending dates for the same type of intern, a separate sheet indicating these dates should be submitted.

F. The number of staff for each school service personnel discipline must be indicated regardless of whether an internship is being sought for that discipline.

G. Site information should be documented under Section II. Description of Program Site. Additional pages should be attached if needed to adequately describe the program variables.

H. Program assurances and the required signatures should be completed under Section III, Program Assurances.

II. Dates for Submission of Application for Site and Supervisor Approval (ISBE Form 19-91)

All applications should be submitted 30 days prior to the start of the internship. However, it is highly recommended that applications be submitted as early as June 1, for those districts anticipating an internship program for the following school year. It is not necessary to have an intern under contract to submit an application for site/supervisor approval. However, the number of anticipated interns and the proposed starting and ending dates of the internship must be completed on the application.

III. Internship Plans and Other Requirements for Those Interns from Approved University Programs

A. The Approved University Program is responsible for receiving and approving the internship plan.

1. The internship plan must include on the first page:

a) Intern's name,
b) Intern's social security number,
c) Intern's starting and proposed ending dates in district or joint agreement.

2. The internship plan should be developed jointly by the intern supervisor, intern, and the Approved University Program and meet the programmatic requirements of the respective internship manuals.

3. The Approved University Program must submit to the Illinois State Board of Education during the first thirty (30) days of the internship program a copy of the letter tentatively or unconditionally approving the internship plan including the starting and proposed ending dates of the internship.

4. The Illinois State Board of Education shall notify the school district or joint agreement that the internship program (site, supervisor, and internship plan) is approved after receipt of the Approved University Program's letter approving the internship plan.

5. Failure to meet the above conditions could result in delays or nonreimbursement for the internship program.

B. The Approved University Program is responsible for receiving and approving the intern's progress reports according to university policies.

C. The Approved University Program shall assume responsibility for monitoring the progress of the intern in accordance with the internship plan. Questions regarding the training of the intern should be addressed to the university supervisor.

D. The Illinois State Board of Education shall be responsibile for monitoring the site and supervisor.

E. Upon completion of the internship program, a final programmatic evaluation, describing the intern's progress and the strengths and weaknesses of the internship program, jointly developed by the intern supervisor, intern, and university supervisor must be submitted to the Department of Specialized Educational Services before certification can be granted.

IV. Reimbursement

School service personnel interns qualify for special education reimbursement as a "professional worker" under Article 14-1.10 of The School Code of Illinois.

Internship sites should submit a "Request for Approval of Other Special Education Personnel, ISBE Form 73-42" using the appropriate approval area code for each school service personnel intern. The approval is necessary for the position to qualify for special education personnel reimbursement on ISBE Form 50-44. Please refer to the Special

Education Certification and Approval Requirements and Procedures and the Instructions for Completing "Special Education Personnel Employed" for further clarification.

All applications and programmatic evaluations should be addressed to:

Illinois State Board of Education
Department of Specialized
Educational Services
c/o Internship Coordinator
100 North First Street
Springfield, Illinois 62777

BEST COPY AVAILABLE

ILLINOIS STATE BOARD OF EDUCATION
Department of Specialized Educational Services
Program Approval Section
100 North First Street
Springfield, Illinois 62777

Check Type(s) of Internship(s) Requested
- ☐ School Nurse (PNI) - 9 month
- ☐ School Nurse (PNA) - 9 week
- ☐ School Psychologist (PSP)
- ☐ School Social Worker (PSW)

APPLICATION FOR SCHOOL SERVICE PERSONNEL INTERNSHIP SITE/SUPERVISOR APPROVAL

INSTRUCTIONS: Please complete each item and return to the above address to the attention of the School Service Personnel Internship Coordinator. This application must be submitted 30 days prior to the start of the proposed internship.

I. IDENTIFYING INFORMATION

NAME OF DISTRICT OR JOINT AGREEMENT	PHONE

ADDRESS

NAME OF CHIEF ADMINISTRATOR	TITLE	PHONE

ADDRESS

NAME(S) OF INTERN SUPERVISOR(S)*	CODE**	WORK ADDRESS / Work Telephone	SOCIAL SECURITY NUMBER	YEARS EXPERIENCE AS SCHOOL SERVICE PERSONNEL WORKER	YEARS EXPERIENCE IN DISTRICT
		( ) -			
		( ) -			
		( ) -			
		( ) -			
		( ) -			

NAME(S) OF INTERN(S)* (if known)	*** CODE	WORK ADDRESS	WORK TELEPHONE NO.	SOCIAL SECURITY NUMBER	UNIVERSITY PROGRAM

	SCHOOL NURSE 9 Month -- PNI	SCHOOL NURSE 9 Week -- PNA	SCHOOL PSYCHOLOGIST PSP	SCHOOL SOCIAL WORKER PSW
PROPOSED STARTING DATE OF INTERNSHIP				
PROPOSED ENDING DATE OF INTERNSHIP				

	SCHOOL NURSES	SCHOOL PSYCHOLOGISTS	SCHOOL SOCIAL WORKERS
NUMBER (FTE) CURRENTLY ON STAFF			
NUMBER (FTE) EXPECTED ON STAFF DURING INTERNSHIP YEAR			
NUMBER OF INTERNS EXPECTED TO BE TRAINED			

* Attach additional pages as needed
** SN - School Nurse; SP - School Psychologist; SSW - School Social Worker
*** PNI-School Nurse -9 mo.; PNA-School Nurse -9 wk.; PSP -School Psychologist; PSW-School Social Worker

ISBE 19-91 (1/84)

II. DESCRIPTION OF PROGRAM SITE*

A. PUPIL POPULATION (Include age range, district type, size, community demographics, etc.)

B. SPECIAL EDUCATION PROGRAM [Include types of programs, services available by a) district and b) joint agreement.]

C. COMMUNITY AGENCIES (Indicate agencies and services with which the intern(s) will most likely have involvement.)

D. PREVIOUS INTERNSHIP PROGRAMS (Indicate dates and discipline types.)

III. PROGRAM ASSURANCES

Approval can only be granted if all assurances are marked "yes".

YES	NO	
☐	☐	A. Each intern supervisor is a full-time employee of the hiring district or joint agreement.
☐	☐	B. The administration and intern supervisor(s) have mutually agreed to provide the internship program.
☐	☐	C. The administration and intern supervisor(s) will jointly agree on the intern(s) selected.
☐	☐	D. Each intern is under contract during the term of the internship.
☐	☐	E. The administration will insure that each intern supervisor provides direct and personal supervision of the intern, including the reduction of the supervisor's workload as per the ISBE programmatic guidelines for each FTE intern supervised.
☐	☐	F. The maximum number of interns each intern supervisor will supervise at any one time is two.
☐	☐	G. The administration and supervisor are committed to the training of the intern and will not utilize the intern as a certified employee.
☐	☐	H. The internship plan will be developed through the collaborative efforts of the intern, intern supervisor and the university program.
☐	☐	I. The administration and supervisor will ensure that all the experiences identified in the internship plan are provided.
☐	☐	J. The administration will ensure that the supervisor(s) and intern(s) attend the required meetings conducted by the Illinois State Board of Education.
☐	☐	K. The administration and supervisor will ensure that each intern is provided adequate supplies, facilities, and other support services.
☐	☐	L. The administration will ensure that all ISBE programmatic guidelines are followed in accordance with the respective Manuals covering each type of internship.
☐	☐	M. A final programmatic evaluation shall be submitted to the ISBE upon completion of the internship.

Date	*Signature of Chief Administrator*	*Date*	*Signature of Intern Supervisor*
Date	*Signature of Intern Supervisor*	*Date*	*Signature of Intern Supervisor*
Date	*Signature of Intern Supervisor*	*Date*	*Signature of Intern Supervisor*

* *Attach additional pages as needed.*

APPENDIX D

EXAMPLE OF A SCHOOL SOCIAL WORK INTERNSHIP PROGRAM PLAN

Intern's Name:
Intern's Social Security Number:
Intern's Starting Date:
Intern's Proposed Ending Date:
Intern's Field Instructor:

INTERNSHIP PLAN

19__ - 19__

(Local Education Agency Name)

INTERNSHIP PROGRAM PLAN

OBJECTIVE	ACTIVITY	EVALUATION	TARGET DATE
I Know the school laws, codes, and regulations pertaining to regular and special education.	1) Read the following pamphlets and materials: a) The School Code of Illinois b) The Rules and Regulations to Govern the Administration and Operation of Special Education c) Public Law 94-142 d) Parents' Guide to Educational Rights of Handicapped Children e) State Board Document Number One f) Students and Schools: Rights and Responsibilities g) Illinois School Student Records Act	Completion of tasks	October, 1982
	2) Read other materials as identified.		Ongoing - May
II Identify local, state, and national school social work and education issues.	1) Read professional journals and local newspapers	Completion of tasks and discussion with field instructor.	Ongoing - May
	2) Attend local school board meetings, educational hearings, and related conferences and workshops.		" "
	3) Maintain membership in professional organizations.		" "
	4) Serve on committees.		" "
III Increase knowledge of student exceptional characteristics/ handicaps.	1) Observe pre-school, elementary, junior high, and high school special education classrooms.	Discussion with field instructor	Ongoing - May
	2) Review material prepared by local education agency (LEA) staff.		" "
	3) Discuss exceptional characteristics with special education teachers.		" "

OBJECTIVE	ACTIVITY	EVALUATION	TARGET DATE
	4) Visit programs for low incident populations.		December
	5) Participate in comprehensive case studies for elementary through high school age students.		Ongoing - May
	6) Attend appropriate workshops.		" "
IV Increase knowledge of child and adolescent developmental stages.	1) Observe pre-school through high school age students in standard classrooms.	Discussion with field instructor	Ongoing - May
	2) Review curricula with teachers.		" "
	3) Work directly with students of varying ages.		" "
	4) Attend appropriate workshops.		" "
V Become familiar with local districts and cooperative policies and procedures.	1) Read LEA manual of policies and procedures.	Completion of tasks, and discussion with field instructor	October
	2) Review forms, checklists and tests used by LEA personnel.		" "
	3) Discuss with administrators and teachers the history, geography, and population make-up of their schools.		" "
VI Learn and differentiate the roles and techniques of the various professionals involved in pupil personnel services.	1) Observe and consult with occupational therapist.	Discussion with intern field instructor and LEA social work supervisor.	December
	2) Observe and consult with speech/language therapist.		" "
	3) Observe school psychologist in formal testing session.		September
	4) Discuss with psychologist the form, content, and scoring of tests used.		" "
	5) Discuss roles and school social work techniques with intern supervisor and other school social workers.		Ongoing - May
	6) Attend formal and informal staff gatherings.		" "

OBJECTIVE	ACTIVITY	EVALUATION	TARGET DATE
VII Learn and differentiate roles of educational personnel; gain understanding of the school as a system.	1) Observe and consult with teachers and school administrators.	Discussion with field instructor	Ongoing - May
	2) Study educational manuals and reports.		" "
	3) Visit the Regional Superintendent's Office.		September
	4) Attend appropriate workshops.		Ongoing - May
VIII Investigate available community resources.	1) Study the Directory of Human Services for LEA's county.	Completion of tasks	September
	2) Visit agencies providing medical and social services to children, adolescents, and familes in LEA's community/ county.		December
	3) Participate in referrals made to community agencies.		Ongoing - May
IX Be able to provide casework, groupwork, and community intervention services.	1) Observe LEA personnel in casework sessions.	Discussion with field instructor	Ongoing - May
	2) Participate in Operation Snowball, an adolescent drug prevention support group.		" "
	3) Provide casework and group-work services for pre-school through high school age students in regular and special education classes.		" "
	4) Provide case intervention to families and work with agencies as appropriate.		" "
X Improve consultation skills.	1) Read material on consultation and teaming.	Completion of tasks and discussion with field instructor	October
	2) Discuss individual students with teachers.		Ongoing - May
	3) Team with teachers, administrators, and LEA personnel in conducting comprehensive case studies.		" "

OBJECTIVE	ACTIVITY	EVALUATION	TARGET DATE
XI Improve assessment, organizational, verbal and written communication skills.	1) Consult and team with pupil personnel staff.	Discussion with field instructor	Ongoing - May
	2) Attend multidisciplinary staffings.		" "
	3) Participate in Individualized Education Programs.		" "
	4) Prepare social developmental studies as part of comprehensive case study evaluations.		" "
	5) Administer, score, and interpret adaptive behavior scales.		" "
XII Implement an internship project based upon needs assessment.	1) Conduct needs assessment.	Completion of project and discussion with field instructor and seminar instructor.	October
	2) Identify target population.		" "
	3) Provide inservice training or direct services to target population based upon needs assessment.		May

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